DOCUMENT RESUME

ED 435 779 UD 033 184

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TITLE	Asian-American Education: Prospects and Challenges.
ISBN	ISBN-0-89789-603-3
PUB DATE	1999-10-00
NOTE	320p.
AVAILABLE FROM	Bergin & Garvey, Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, CT 06881. Tel: 800-225-5800 (Toll Free). Web site: <http:/www.greenwood.com>.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Adjustment (to Environment); *Asian Americans; Cultural Awareness; *Cultural Differences; *Cultural Influences; Diversity (Student); Elementary Secondary Education; English (Second Language); Ethnic Groups; *Language Minorities; Minority Group Children; Sociocultural Patterns; Student Characteristics; Students

ABSTRACT

This book provides teachers with information about the educational needs of Cambodian, Chinese, Filipino, Hmong, Japanese, Korean, and Vietnamese-American children in U.S. public schools. For each group, there are two chapters: one sociocultural and one linguistic. Each documents the unique characteristics of each ethnic group and provides strategies for working with students and parents. The 14 chapters are: (1) "Sociocultural Adjustment of Chinese-American Students" (Li-Rong Lilly Cheng); (2) "Linguistic Perspectives on the Education of Chinese-American Students" (Marilyn Mei-Ying Chi); (3) "Schooling for Korean-American Students: A Sociocultural Perspective" (Clara C. Park); (4) "Linguistic Perspective on the Education of Korean-American Students" (Harold Chu); (5) "Meeting the Educational and Sociocultural Needs of Japanese Students in American Schools" (Tina Yamano Nishida); (6) "Teaching English to Native Japanese Students; From Linguistics to Pedagogy" (David Whitenack and Kunie Kikunaga); (7) "Learning in America: The Filipino-American Sociocultural Perspective" (Edmundo F. Litton); (8) "Promoting Educational Success for Filipino-American Students: A Linguistic Perspective" (Rosita G. Galang); (9) "Vietnamese-American Students: Between the Pressure To Succeed and the Pressure To Change"(Chang Hoang Chuong); (10) "English Instruction for High Achievement in the Twenty-First Century: A Vietnamese-American Perspective (Mai Dao); (11) "Hmong-American Students: Challenges and Opportunities" (Anthony T. Vang); (12) "Mong Linguistic Awareness for Classroom Teachers" (Paoze Thao); (13) "Scars of War: Educational Issues and Challenges for Cambodian-American Students" (Khatharya Um); and (14) "Linguistic Perspective on the Education of Cambodian-American Students" (Wayne E. Wright). Each chapter contains references. (SM)

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